

Todd County Walkthrough Draft 12/21/05

Goal: Create a walkthrough instrument that will mimic the existing paper form.

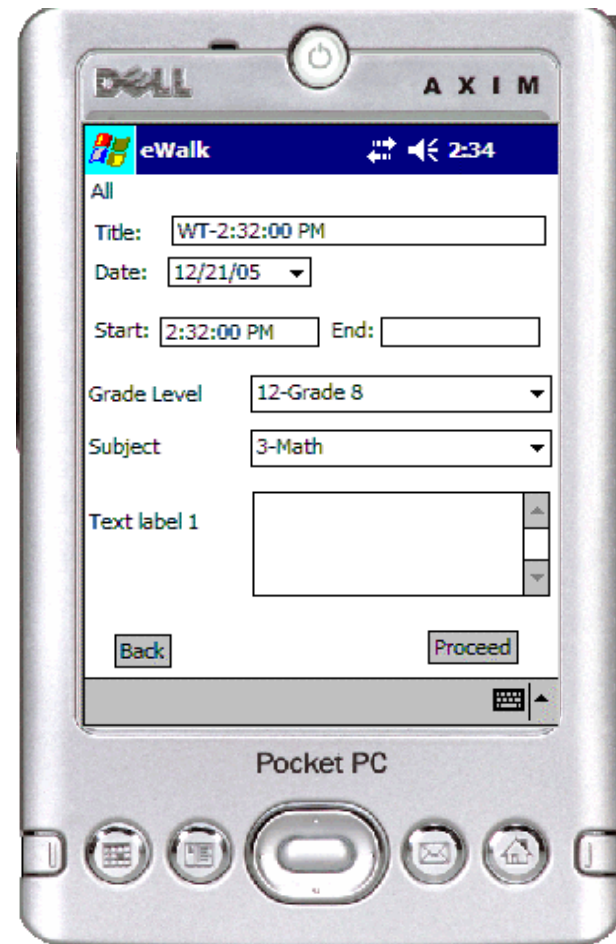
The following will provide some idea of how the walkthrough will look and work.



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Overview: The Todd County electronic walkthrough is 4 “pages” long.

The opening page allows the user to select the grade and subject of the observation. The teacher name will be entered automatically after it is selected. Date and time are automatic. Ending time is tapped in using the clock icon.

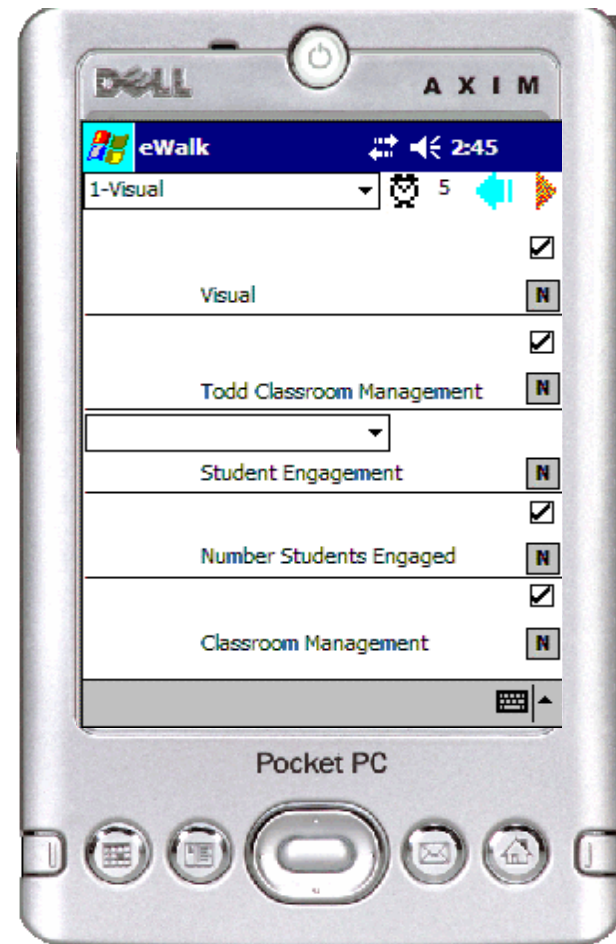


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Opening page: The first page of the walkthrough combines the visual, classroom management and student engagement parts of the paper form.

It adds a separate place for recording the numbers of engaged/disengaged students.

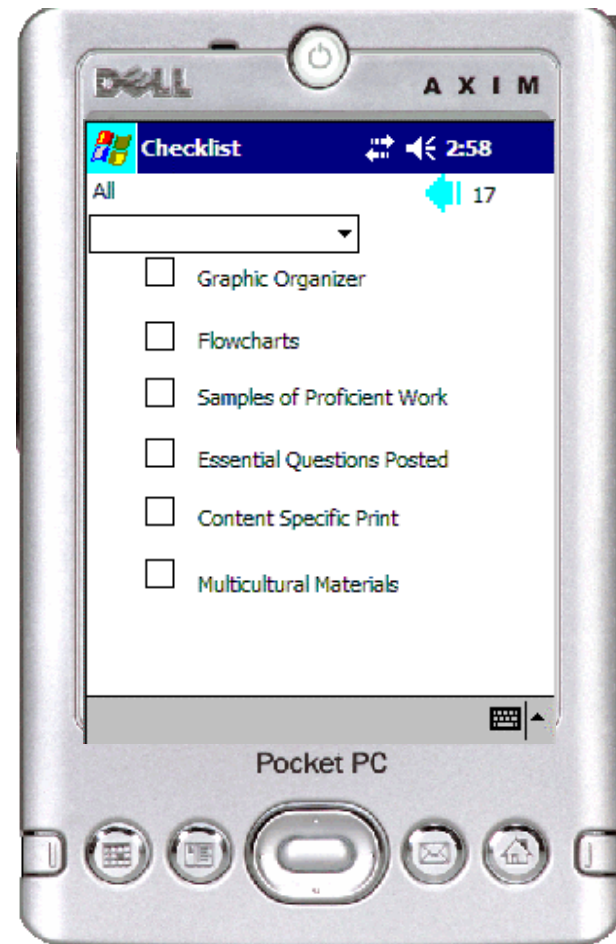
I added an alternate classroom management tool for your consideration.



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Page 1 – Visual Checklist

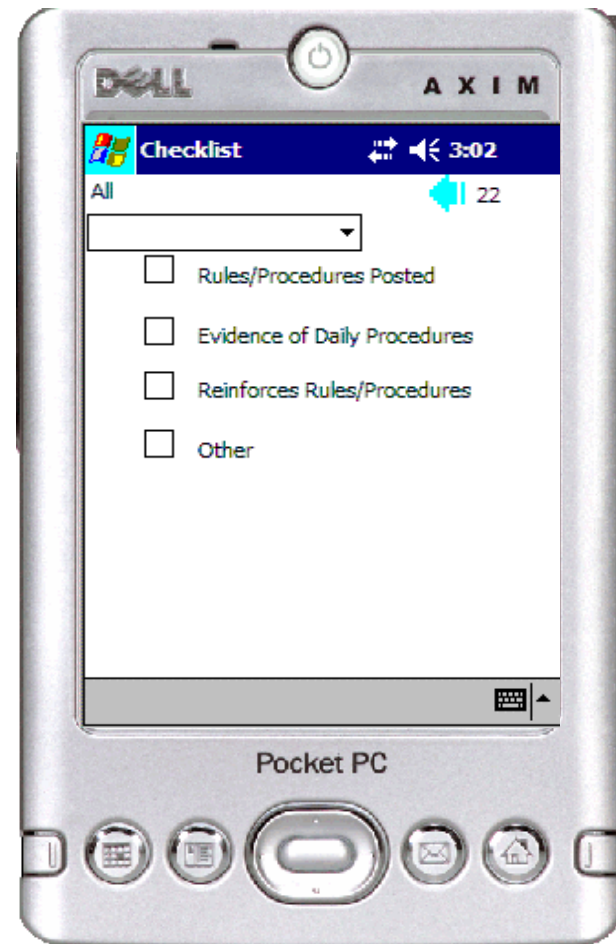
- Graphic Organizer
- Flowcharts
- Samples of Proficient Work
- Essential Questions Posted
- Content Specific Print
- Multicultural Materials



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Page 1 – Classroom Management

- Rules/Procedures Posted
- Evidence of Daily Procedures
- Reinforces Rules/Procedures
- Other



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Page 1 – Student Engagement

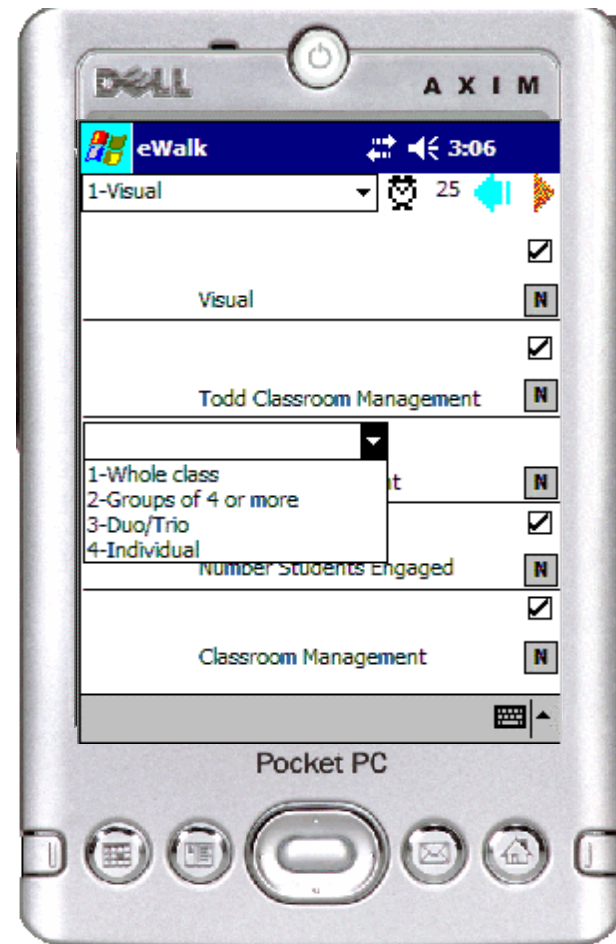
-Student engagement presents a dropdown box from which you can make only one choice, rather than a checklist of many choices.

-Whole Class

-Groups of 4 or more

-Duo/Trio

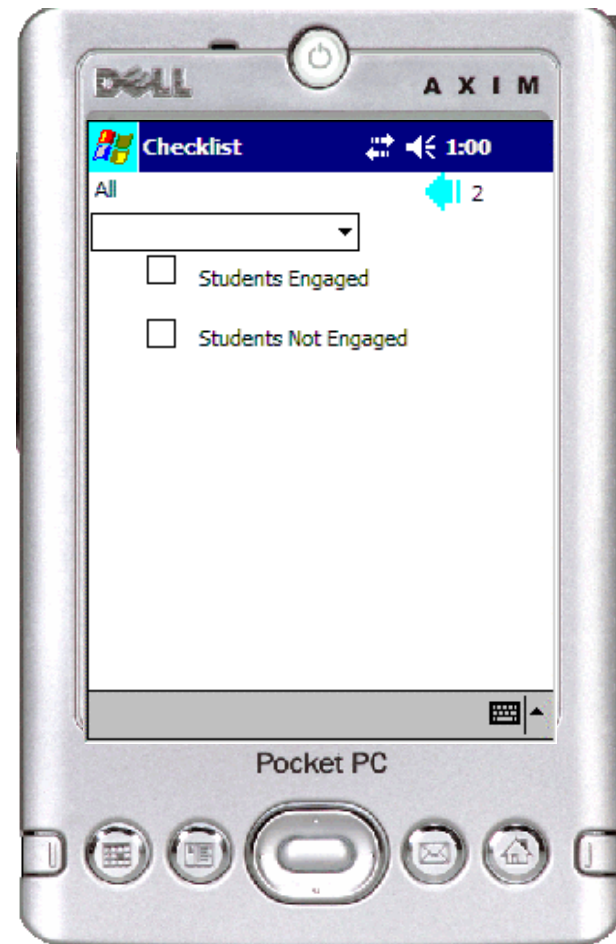
-Individual



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Page 1 – Number Students Engaged

eWalk allows you to count the numbers of students engaged or not engaged. Clicking on the check brings up this screen where you can enter numbers in the boxes.

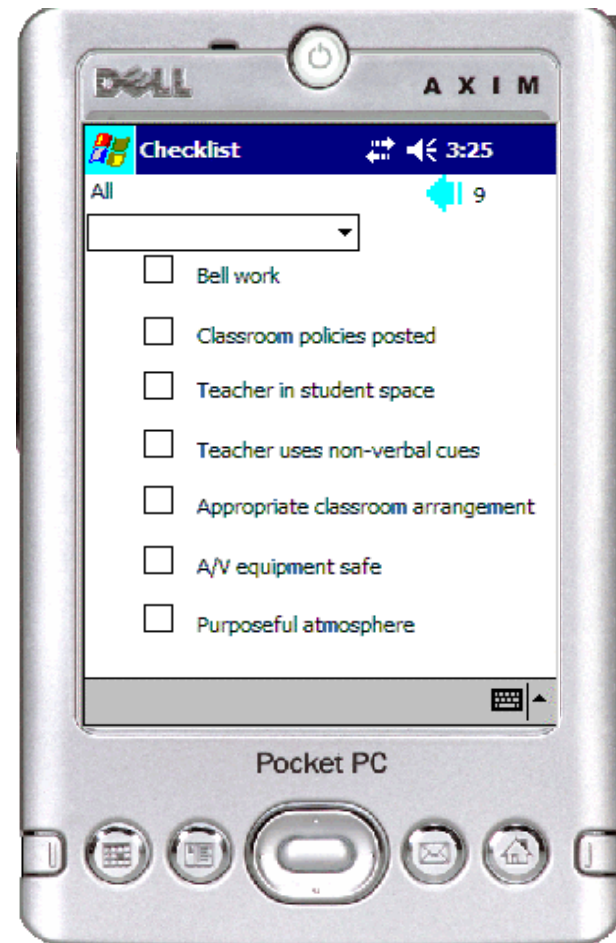


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Page 1 – Classroom Management

This is an alternate model for your consideration

- Bell work
- Classroom policies posted
- Teacher in student space
- Teacher uses non-verbal cues
- Appropriate classroom arrangement
- A/V equipment safe
- Purposeful atmosphere

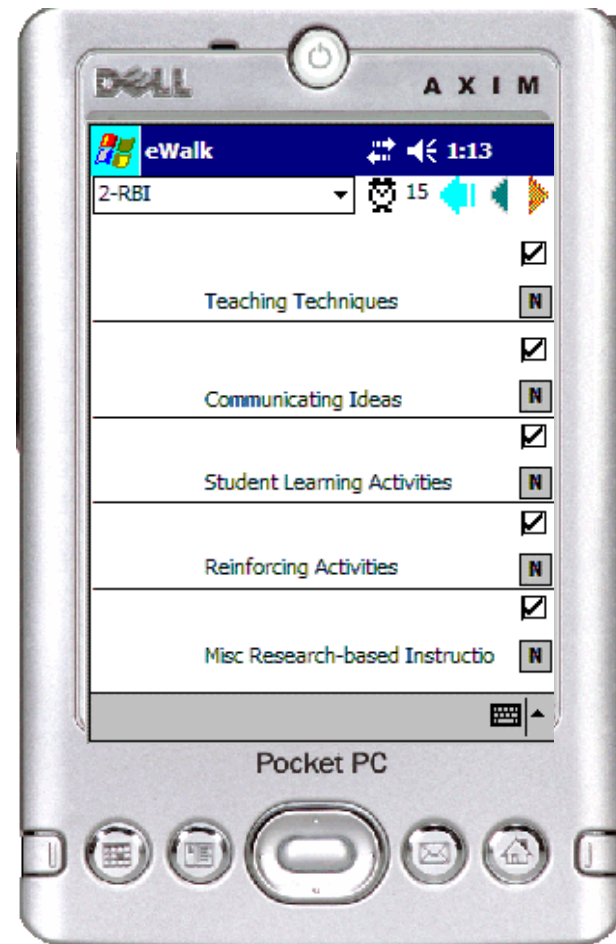


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Page 2 – Research Based Instruction (RBI)

-Because the RBI list in the paper walkthrough form was so long, I tried to break it down into PPC page-sized, 7-item bites. I tried to arrange the concepts sequentially

-Teaching Ideas, Communicating Ideas, Student Learning Activities, Reinforcing Activities, Miscellaneous RBI



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Page 2 – RBI Teaching Techniques

-From the paper form I chose instruction that showed different teaching techniques

-Lecture

-Modeling

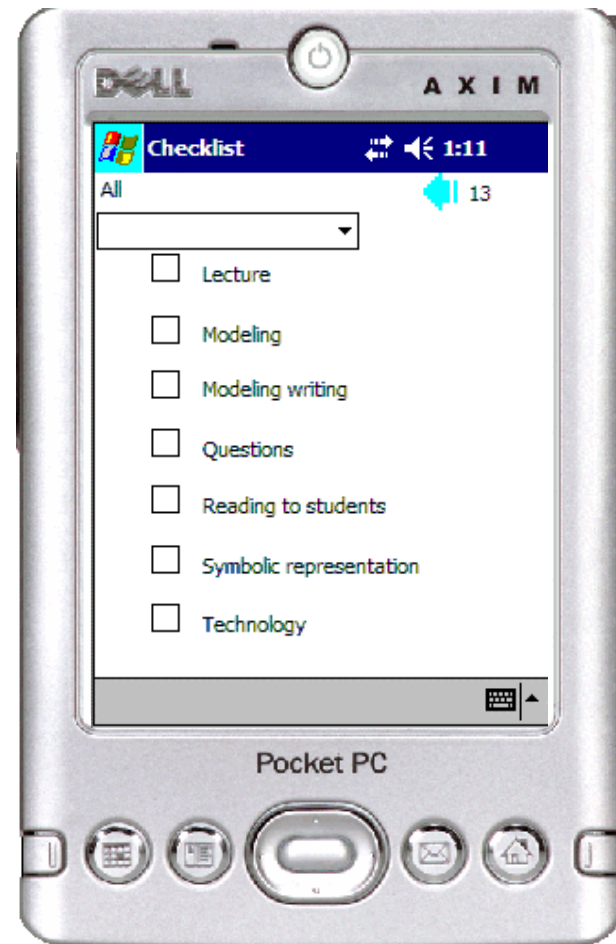
-Modeling writing

-Questions

-Reading to students

-Symbolic representation

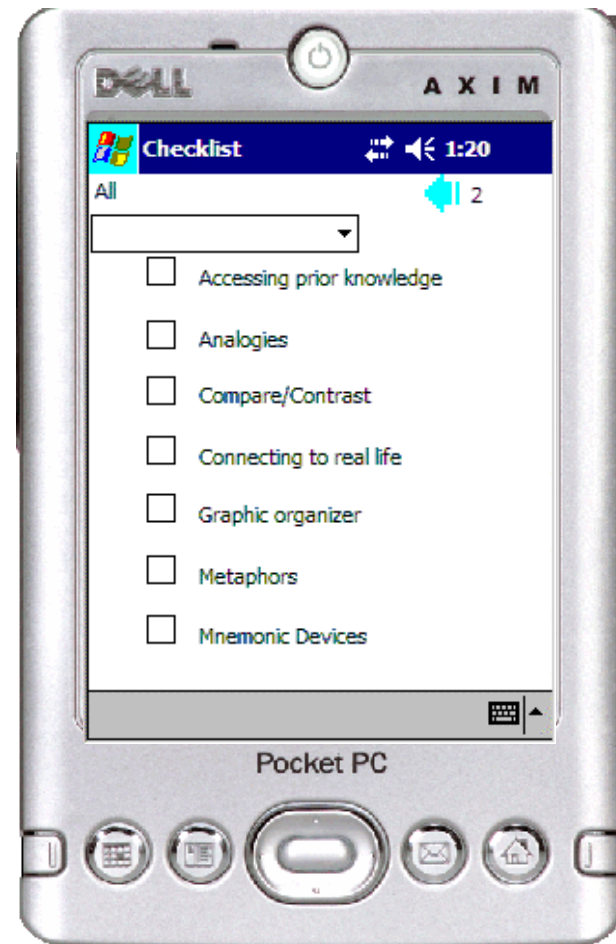
-Technology



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Page 2 – RBI Communicating Ideas

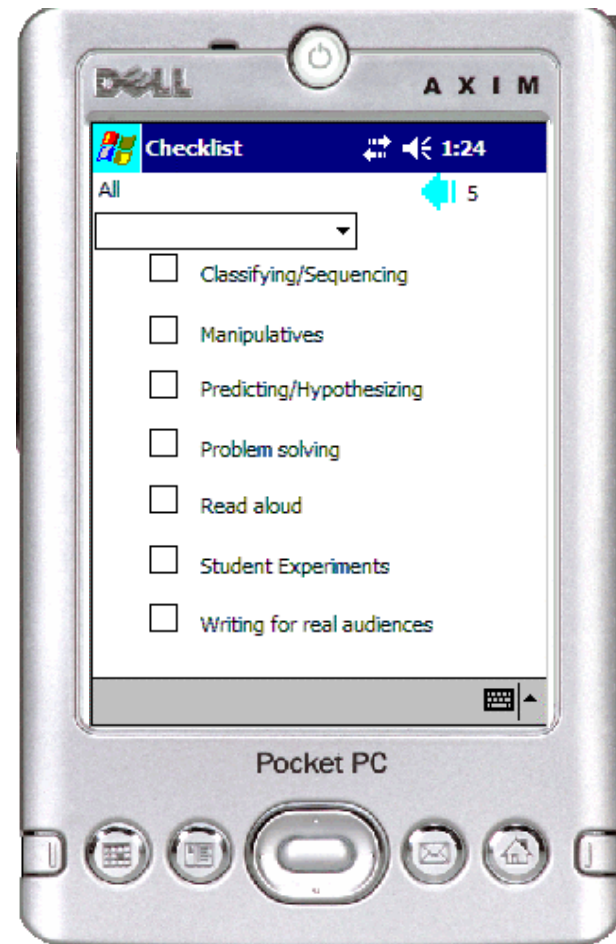
- Communicating ideas seemed to capture various tricks teachers use to convey information.
- Accessing prior knowledge
- Analogies
- Compare/Contrast
- Graphic Organizer
- Metaphor
- Mnemonic Devices



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Page 2 – RBI Student Learning Activities

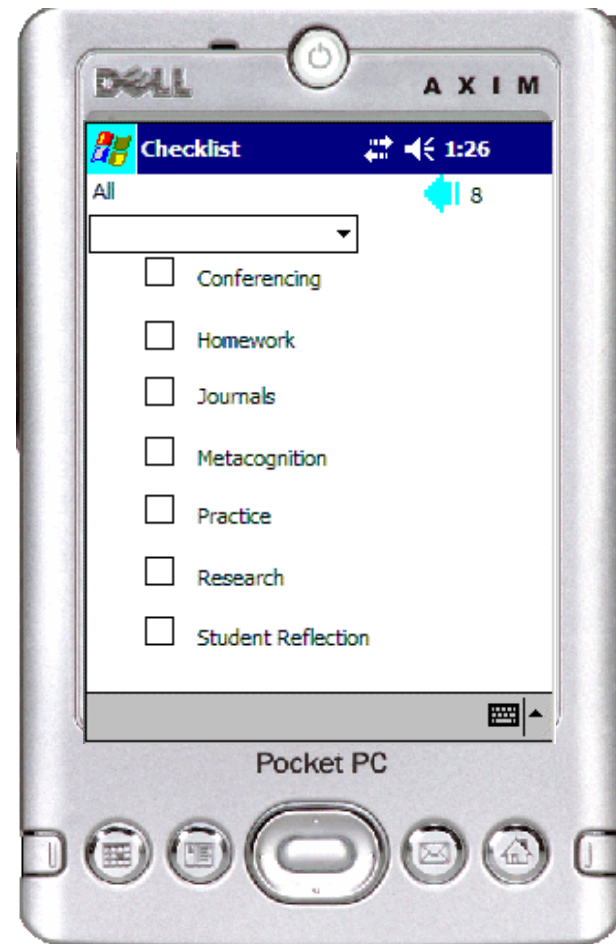
- Student learning activities are those things students do to learn.
- Classifying/Sequencing
- Manipulatives
- Predicting/hypothesizing
- Problem solving
- Student experiments
- Writing for real audiences



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Page 2 – RBI Reinforcing Activities

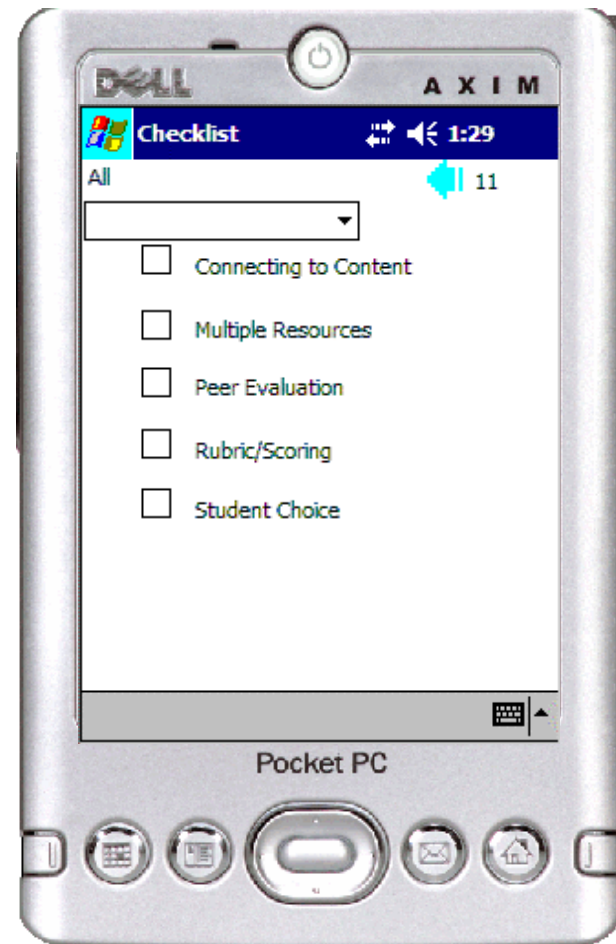
- Reinforcing activities are those things students do to reinforce learning.
- Conferencing
- Homework
- Journals
- Metacognition
- Practice
- Research
- Student Reflection



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Page 2 – RBI Miscellaneous **Research-based Instruction**

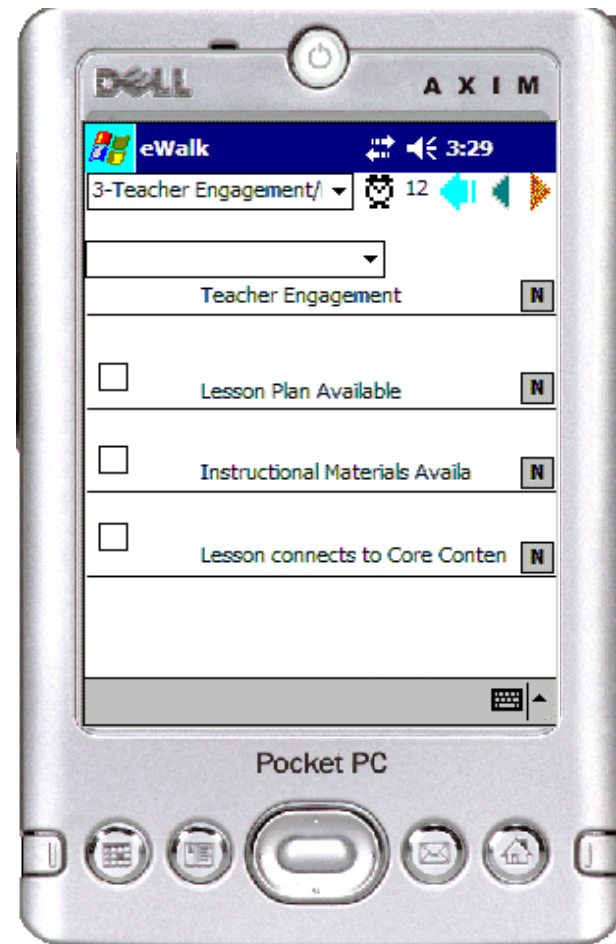
- Here are the cats and dogs I couldn't place elsewhere
- Connecting to content
- Multiple Resources
- Peer Evaluation
- Rubric/Scoring
- Student Choice



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Page 3 – Teacher Engagement

- This page deals with teacher engagement and lesson planning.
- The lesson planning options are listed as checkboxes, but they can be redone as a checklist.



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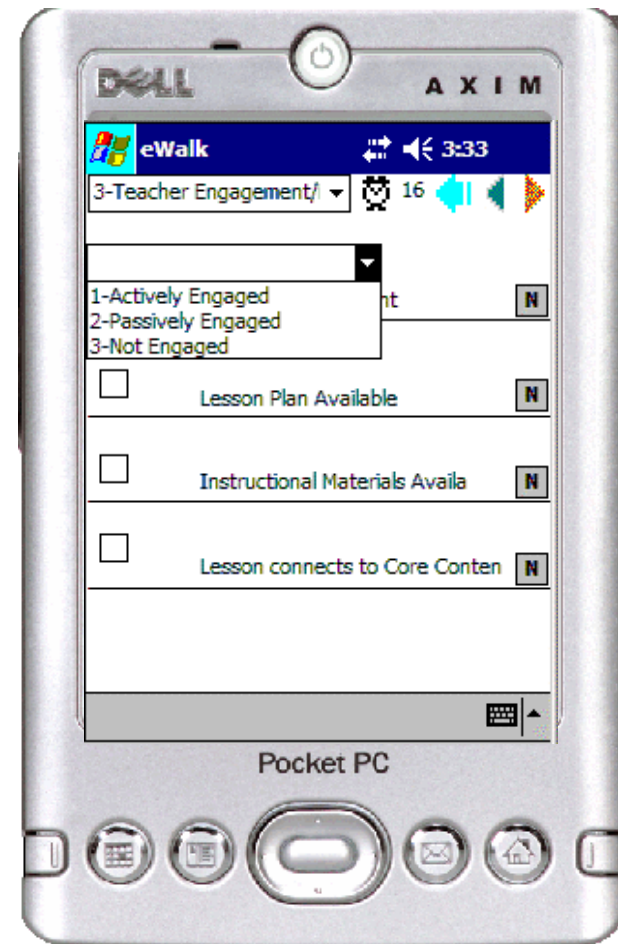
Page 3 – Teacher Engagement

-Dropdown box for teacher engagement forces a single choice

-Actively Engaged

-Passively Engaged

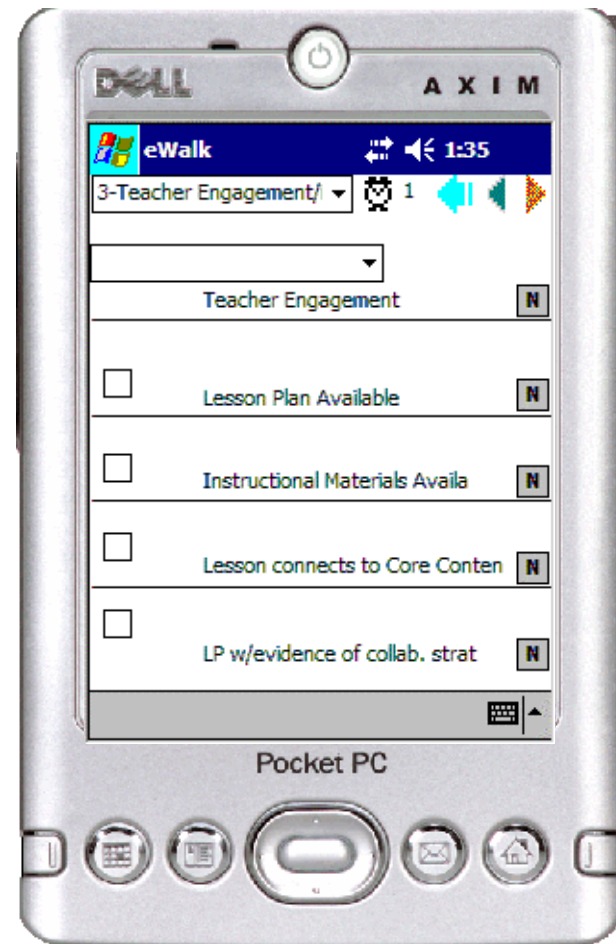
-Not Engaged



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Page 3 – Teacher Engagement

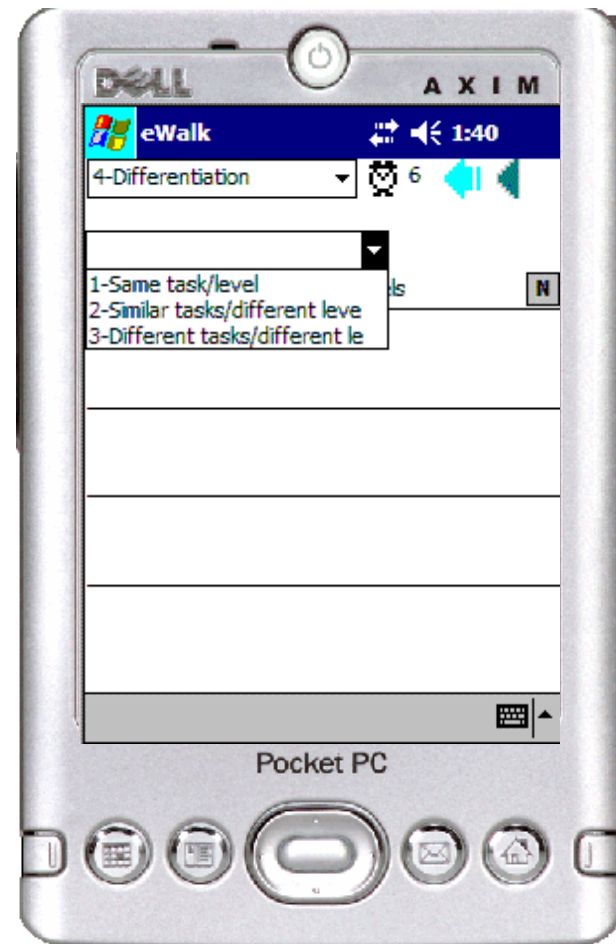
- The last 4 items on this page look at curriculum planning.
- Lesson Plan Available
- Instructional Materials Available
- Lesson connects to Core Content
- LP w/evidence of collab. strat



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Page 4 – Differentiation Levels

- Page 4 only holds a drop down box for differentiation levels
- Same task/level
- Similar tasks/different levels
- Different levels/different tasks



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Other Items

-I was unsure what to do with the rest of the collaboration block. Are there typical methods for IEP students or modifications and accommodations you would like to list, perhaps as a checklist for multiple responses?

-You could create a separate student interview instrument, or you could continue to collect that sort of data manually.

-eWalk has the ability to store typical comments (“Good job,” “orderly classroom,” “colorful displays,” “Great rapport”) in a comment library. We’ll show you that.

